DOCUMENT RESUME

ED 161 343 HE 010 569

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TITLE A Comparative Study of the First Full-Time Job and Salary After Graduation for Selected Vocational/Technical/Professional Business Graduates from High School, Two-Year Colleges, and Four-Year Colleges. AIR Forum Paper 1978.
PUB DATE 77
NOTE 26p.; Paper presented at the annual Association for Institutional Research Forum (18th, Houston, Texas, May 21-25, 1978)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Business Education; College Graduates; Colleges; Community Colleges; Comparative Analysis; *Employment; Followup Studies; *Graduate Surveys; High School Graduates; Institutional Research; Job Satisfaction; Postsecondary Education; Questionnaires; *Relevance (Education); *Salaries; Student Opinion; Technical Institutes; Vocational Education
IDENTIFIERS *Educational Outcomes; Ohio (Toledo)

ABSTRACT

The primary purposes of this study were to determine at each successive level of education the relevance of that education to the graduates, the level of jobs and salaries secured, and graduates' opinions of the education just completed. The three study populations consisted of all the 1974-75 school-year graduates from 10 city of Toledo high schools (340 vocational business block graduates), from two Toledo-area two-year colleges (122 selected technical business graduates), and from one four-year college of business administration (170 selected professional business graduates). A 52.1 percent overall response rate to the questionnaire (sent within a year after graduation) was achieved from the three populations, which consisted of 112 high school graduates (32.9 percent), 94 two-year college graduates (77.0 percent), and 123 four-year graduates (72,4 percent). The characteristics of the nonrespondents at the high school level did not differ from those of the respondents. It was determined that most graduates generally (1) found their education relevant; (2) high school graduates secured entry-level positions; two-year college, paraprofessional positions; four-year college, professional positions with median salary ranges of $4,000-$4,999, $6,000-$7,499, and $9,000-$10,499 respectively; and (3) two-year college graduates rated their education higher than both high school and four-year college graduates. (Author/LBH)

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ED161343

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# A COMPARATIVE STUDY OF THE FIRST FULL-TIME JOB AND SALARY AFTER GRADUATION FOR SELECTED VOCATIONAL/TECHNICAL/PROFESSIONAL BUSINESS GRADUATES FROM HIGH SCHOOL, TWO-YEAR COLLEGES, AND FOUR-YEAR COLLEGES

Presented to

The Association for Institutional Research

May 25, 1978

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ABSTRACT

OF

A COMPARATIVE STUDY OF THE FIRST FULL-TIME JOB AND SALARY AFTER GRADUATION FOR SELECTED VOCATIONAL/TECHNICAL/PROFESSIONAL BUSINESS GRADUATES FROM HIGH SCHOOL, TWO-YEAR COLLEGES, AND FOUR-YEAR COLLEGES

The primary purposes of this study were to determine at each successive level of education 1) the relevance of that education to the graduates, 2) the level of jobs and salaries secured, and 3) graduates' opinions of the education just completed.

The three study populations consisted of all the 1974-75 school-year graduates from ten city of Toledo high schools (340 vocational business block graduates), from two Toledo-area two-year colleges (122 selected technical business graduates), and from one four-year college of business administration (170 selected professional business graduates).

A 52.1 percent overall response rate to the questionnaire (sent within a year after graduation) was achieved from the three populations, which consisted of 112 high school graduates (32.9 percent), 94 two-year college graduates (77.0 percent), and 123 four-year graduates (72.4 percent). The characteristics of the nonrespondents at the high school level did not differ from those of the respondents.

It was determined that most graduates generally 1) found their education relevant, 2) high school graduates secured entry-level positions; two-year college, paraprofessional positions; four-year college, professional positions with median salary ranges of $4,000-$4,999, $6,000-$7,499, and $9,000-$10,499 respectively, and 3) two-year college graduates rated their education higher than both high school and four-year college graduates.

A COMPARATIVE STUDY OF THE FIRST FULL-TIME JOB AND SALARY AFTER GRADUATION FOR SELECTED VOCATIONAL/TECHNICAL/PROFESSIONAL BUSINESS GRADUATES FROM HIGH SCHOOL, TWO-YEAR COLLEGES, AND FOUR-YEAR COLLEGES

Should students continue their vocational and technical training from high school to the two-year college and then to the four-year college? Educators at these three levels of education have for many years prepared students for entry into the world of work. At times some of the programs at the various levels seemed to overlap in course content especially when students progressed from the high school to the two- or four-year college. Consequently, on many occasions, high school students were told, "There is no need for you to go on for more education because you are prepared for a job." Or, on the two-year college level it was said, "You do not need to continue your education because you are now prepared for a job, and you will be earning more than graduates with four-year degrees." Are these statements true?

The stated purpose of vocational education was to prepare students for entry-level positions from as early as grade 10 and most assuredly from high school. Two-year colleges have stated in their literature that they are preparing students for "paraprofessional," and "technical" jobs. And the four-year colleges have stated that their students are prepared for "professional" positions.

In reviewing the literature, however, no comparative study was found that revealed whether or not graduates from schools representing these three levels of education actually achieved these levels of jobs, whether or not the amount of money earned increased as the amount of education became greater, and whether or not their education was considered relevant

to what they were doing on the job. Only one 1972 study in upstate New York (Blanchard, 1974) compared high school and junior college secretarial graduates. Those findings indicated that of the secretarial graduates who were presently working 56 percent had the title of secretary on their first job as compared with 26 percent for the high school, and junior college secretarial graduates had significantly higher yearly incomes ($938 higher) as compared with high school secretarial students.

The Bureau of Labor Statistics publishes much information indicating what high school graduates as a group earn as compared with college graduates as a group earn over a lifetime. However, nothing was found indicating specifically what business graduates earn immediately from each of these three levels of education.

## Purpose of the Study

It is, therefore, the purpose of this paper to report the findings of a 1975 study that sought to determine at each successive level of education 1) the perceived relevance of that education to the graduates, 2) the level of jobs and salaries secured, and 3) graduates' opinions of the education just completed.

## Methods

A blue and red attention-getting questionnaire was developed to survey the three populations--high school graduates, two-year college graduates, and four-year college graduates. The graduates on their first full-time jobs were asked to give their job titles, the job titles of the people to whom they reported, the amount of education needed to obtain their jobs, and the number of people they supervised. They were also asked to write what they did on their respective jobs and/or attach a job description if they had one. In an attempt to control for experience, only graduates whose

ages were between 17-19 for high school, 19-21 for two-year college, and 21-23 for four-year college were used.

To classify the jobs by levels, the investigator went to the Dictionary of Occupational Titles (DOT). The DOT classifies jobs on a task analysis basis according to the worker's skills and knowledge. The worker's skills are classified on a scale ranging from one to nine indicating levels of Specific Vocational Preparation (SVP). An SVP rating of one indicated a short demonstration only; two--anything beyond a short demonstration period up to and including 30 days; three--over 30 days up to and including three months; four--over three months up to and including six months; five--over six months up to and including one year; six--over one year up to and including two years; seven--over two years up to and including four years; eight--over four years up to and including 10 years; nine--over 10 years (Department of Labor, A-5).

In the DOT, the worker's knowledges are also classified on a scale ranging from one to six indicating General Educational Development in the three areas of reasoning development, mathematical development and language development. Reasoning development ranged from level six (applying principles of logical or scientific thinking to a wide range of intellectual and practical problems. . . .) to level one (applying common sense understanding to carry out simple one- or two-step instructions . . . .). Mathematical development ranged from level six (applying knowledge of advanced mathematical and statistical techniques . . . .) to level one (performing simple addition and subtraction . . . .). And, language development ranged from level six (reporting, writing, or editing articles for publications . . . .) to level one (writing identifying information such as name, address . . . .) (Department of Labor, p. A-8).

By combining the amount of General Educational Development with the amount of Specific Vocational Preparation, the following career levels were developed: GED levels of 1-2 and SVP of Level 2 would enable the worker to perform at the unskilled level. GED levels of 3-4 and SVP of 3-4 would enable the worker to perform at the semi-skilled level. GED levels of 3-4 and SVP of 5 would enable the worker to perform at the skilled level. GED of 3-4 and SVP of 6 would enable the worker to perform at the semiprofessional, technical, or paraprofessional level. Finally a GED level of 5 coupled with a SVP of 7 or 8 would enable the worker to perform at the professional level. The following table shows this categorization.

Table 1

Composition of Career Levels

| General Educational Development | Specific Vocational Preparation | Career Level | Career Level Scale |
|---|---|---|---|
| 1-2 | 1-2 | Unskilled | 1 |
| 3-4 | 3-4 | Semiskilled | 2 |
| 3-4 | 5 | Skilled | 3 |
| 3-4 | 6 | Semiprofessional<br>Technical<br>Paraprofessional | 4 |
| 5 | 7-8 | Professional | 5 |

After the respondents' job descriptions were matched with the descriptions in the Dictionary of Occupational Titles, the DOT Code Number was then used to look up the GED and SVP Codes in the Supplement to the Dictionary of Occupational Titles. The Career Ladder of the Business and Office cluster as shown in Table 2 was then developed. This Career Ladder is a concrete

progression of low-level jobs to high-level jobs by which students can visibly plot a career path.

Once the various jobs were rated as to unskilled (level 1), semiskilled (Level 2), and skilled (Level 3), technical or paraprofessional (Level 4), and professional (Level 5), a coefficient of contingency was used to determine whether or not there was a correlation between 1) the level of education and the level of job secured and 2) the level of education and the amount of salary earned.

Data Source

The study was composed of a high school population consisting of 340 vocational business block graduates from ten city high schools, a two-year college population consisting of 122 business graduates from selected technical business programs, and a four-year college population consisting of 170 business graduates from selected professional business programs. All the 1974-75 school-year graduates from these selected programs were used.

High School. The high school population was drawn from Toledo public high schools that drew their students from census tracts that had these characteristics: The median family income ranged from a low of $3,500 to a high of $18,716. The median school years completed of the adult population ranged from 8.6 to 14.4. The percentage of owner occupied dwellings ranged from 16.2 to 93.9 (Standard Metropolitan Statistical Area, 1970 Census). Therefore, it can be assumed that the students from these schools represented a broad cross section of the population.

All the 1974-75 vocational business and office graduates from the State vocationally funded programs from ten City of Toledo public high schools were used. These programs included Clerical, Stenographic, Account Clerk, Data Accounting, Data Processing, Transportation Clerk, and Machines.

Table 2

Career Ladder
Business and Office Cluster

| DOT Code | Industry | DOT Title | Training Time GED | Training Time SVP | Career Level |
|---|---|---|---|---|---|
| 230.878 | Clerical | Messenger | 2 | 2 | 1 |
| 207.884 | Clerical | Duplicating Machine Operator | 2 | 2 | 1 |
| 209.588 | Clerical | Clerk General | 3 | 2 | 1 |
| 203.588 | Clerical | Typist | 3 | 3 | 2 |
| 235.862 | Tel. & Tel. | Switchboard Operator | 3 | 3 | 2 |
| 208.588 | Clerical | Transcribing Machine Operator | 3 | 3 | 2 |
| 235.862 | Clerical | Telephone Operator | 3 | 3 | 2 |
| 216.488 | Clerical | Calculating Machine Operator | 3 | 3 | 2 |
| 203.582 | Clerical | File Clerk I | 3 | 3 | 2 |
| 209.388 | Clerical | Clerk Typist | 3 | 4 | 2 |
| 203.582 | Clerical | Vari-typist | 3 | 4 | 2 |
| 219.388 | Clerical | Billing Clerk | 3 | 4 | 2 |
| 214.488 | Clerical | Billing-Machine Operator | 3 | 4 | 2 |
| 249.388 | Clerical | Credit Authorizer | 3 | 4 | 2 |
| 213.582 | Clerical | Keypunch Operator | 3 | 4 | 2 |
| 249.388 | Banking | Securities Clerk | 3 | 4 | 2 |
| 210.388 | Clerical | Bookkeeper II | 4 | 3 | 2 |
| 219.488 | Clerical | Cost Clerk | 4 | 3 | 2 |
| 237.368 | Clerical | Receptionist | 3 | 5 | 3 |
| 213.382 | Clerical | Computer Peripheral Equip. Operator | 4 | 4 | 3 |
| 202.388 | Clerical | Stenographer | 3 | 5 | 3 |
| 206.388 | Clerical | File Clerk II | 3 | 5 | 3 |
| 215.488 | Clerical | Payroll Clerk | 4 | 5 | 3 |

Table 2 (continued)

| DOT Code | Industry | DOT Title | Training Time GED | Training Time SVP | Career Level |
|---|---|---|---|---|---|
| 202.388 | Clerical | Court Reporter | 3 | 6 | 4 |
| 249.368 | Clerical | Credit Clerk I | 4 | 6 | 4 |
| 201.368 | Clerical | Secretary | 4 | 6 | 4 |
| 201.368 | Clerical | Medical Secretary | 4 | 6 | 4 |
| 201.368 | Clerical | Legal Secretary | 4 | 6 | 4 |
| 213.382 | Clerical | Digital Computer Operator | 4 | 6 | 4 |
| 210.388 | Clerical | Bookkeeper I | 4 | 6 | 4 |
| 188.168 | Govt. Ser. | Revenue Agent | 4 | 6 | 4 |
| 185.168 | Ret. Tr. | Manager, Store I (Retail) | 4 | 7 | 4 |
| 003.181 | Prof. & Kin. | Comp. Laboratory Technician | 4 | 7 | 4 |
| 299.138 | Ret. Tr. | Manager, Dept. | 4 | 7 | 4 |
| 020.188 | Prof. & Kin. | Digital Computer Programmer | 5 | 7 | 5 |
| 160.288 | Prof. & Kin. | Cost Estimator | 5 | 7 | 5 |
| 091.228 | Education | Business Teacher | 5 | 7 | 5 |
| 162.158 | Ret.Tr.;Whsle.Tr. | Buyer II | 5 | 7 | 5 |
| 169.168 | Any Ind. | Administrative Secretary | 5 | 8 | 5 |
| 160.188 | Prof. & Kin. | Auditor | 5 | 8 | 5 |
| 166.118 | Prof. & Kin. | Personnel Manager | 5 | 8 | 5 |
| 169.168 | Any Ind. | Office Manager | 5 | 8 | 5 |
| 160.188 | Prof. & Kin. | Jr. Accountant | 5 | 8 | 5 |
| 160.188 | Prof. & Kin. | Accountant | 5 | 8 | 5 |
| 186.118 | Prof. & Kin. | Controller | 5 | 8 | 5 |

Since all funded vocational block programs at the high school level are required to follow state standards and must pass PRIDE (Program Review for Improvement, Development, and Evaluation) once every five years, this investigator considered the business and office programs in this geographic area to be representative of programs throughout Ohio.

Two-Year Colleges. The two-year programs that were selected were those that would logically, in the investigator's opinion, complement and expand upon the high school programs. In other words, should graduates from specific high school programs decide to continue their education in the same or a related area, these selected business programs would be the ones in which they would continue. These programs are General Secretarial Technology, Legal Secretarial Technology, Executive Secretarial, Accounting, Business Management Technology, Computer Programming Technology, and Traffic Management Technology.

The two two-year colleges were chosen because they both drew heavily on area high schools for their students. Fall, 1974, calculations indicated that one college, Owens Technical College, received approximately 49 percent of its 1973 student body from the high schools from which the high school population in this study was drawn (Kurtz, 1976). The other two-year college, The Community and Technical College, is part of a state university, and was designed to provide technical education for individuals who reside in metropolitan Toledo and Northwestern Ohio. Its population is mostly commuter with approximately half of it considered evening division.

Since both two-year colleges are accredited by the North Central Association of Colleges and Secondary Schools and both meet Ohio Board of Regents guidelines for their programs, the investigator considered their business programs very representative of other two-year business programs throughout the State of Ohio and generally of the North Central Region.

Four-Year College. The four-year programs that were selected were those that logically, in the investigator's opinion, would complement and expand upon the two-year college programs. In other words, should graduates from the selected two-year programs decide to continue their education in the same or related area, these selected business programs would be the most logical in which they would continue. These programs included Office Administration and Business Education, Organizational Administration, Accounting, Operations Analysis, and Logistics and Transportation.

The four-year college is the College of Business Administration of The University of Toledo. It is designed to provide professional education to the metropolitan area and Northwestern Ohio. Since this college meets accreditation standards of the American Assembly of Collegiate Schools, the investigator considered its programs very representative of other four-year colleges not only throughout the State of Ohio but of the North Central area as well.

## Results

A 52.1 percent overall response rate to the questionnaire was achieved from the three populations which consisted of 112 high school graduates (32.9 percent), 94 two-year college graduates (77.0 percent), and 123 four-year college graduates (72.4 percent). The census was taken within a year after graduation. It was determined that the characteristics of the non-respondents at the high school level did not differ from those of the respondents. A similar test was not done on the two- and four-year college population because of their high return rate.

Relevance of Education. By surveying graduates after they had been out of school for a period of time, it could be determined whether or not the graduates felt that their education helped them. By going one step further

and comparing the graduates at each of the three levels of education it could then be determined whether or not the additional education they acquired actually made a difference in their status.

At each successive level of education (high school, two-year college, and four-year college) the number of graduates employed full time increased from 53.6 percent at the high school level, to 69.1 percent at the two-year college, to 78.1 percent at the four-year college level. The number unemployed at the high school level was 12 percent; at the two-year college level, 6 percent; and at the four-year college level, 7 percent. This information is shown in Table 3.

The number of graduates employed full time in the same or related area to their past major increased from 45.5 percent at the high school level, to 48.9 percent at the two-year college level, to 52.0 percent at the four-year college level.*

A large percentage of graduates at each level of education continued their education 31.3 percent at the high school, 40.4 percent at the two-year college, and 18.7 percent at the four-year college level. It should be also noted that the high school respondents had the largest number (9.8 percent) continuing their education in an unrelated area as compared with two-year college graduates (4.3 percent) and four-year college graduates (2.4 percent).*

Level of Job. There was a very strong correlation (C = .676) between the level of education and the level of job secured by the respective graduates. High school graduates had 53.4 percent working at semiskilled and 29.3 percent at skilled jobs, two-year college graduates had 23.3 percent working at skilled and 63.3 percent at technical jobs, and four-year college graduates had 27.6 percent working at technical and 62.1 percent at professional jobs. The previous information is depicted in Table 4.

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*More information is shown in the complete report.

Table 3

Employment Status of Selected 1974-75 Toledo-Area Vocational/Technical/ Professional Business Graduates, Classified by Educational Level Fall, 1975

| | High School | | Two-Year College | | Four-Year College | | Total | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Employed Full Time | 53 | 47.3% | 42 | 44.7% | 81 | 65.9% | 176 | 53.5% |
| Employed FT/Attend School FT | 3 | 2.7 | 2 | 2.1 | 2 | 1.6 | 7 | 2.1 |
| Employed FT/Attend School PT | 4 | 3.6 | 21 | 22.3 | 13 | 10.6 | 38 | 11.6 |
| Total Employed FT | 60 | 53.6 | 65 | 69.1 | 96 | 78.0 | 221 | 67.2 |
| Employed Part Time | 7 | 6.3 | 2 | 2.1 | 7 | 5.7 | 16 | 4.9 |
| Employed PT/Attend School FT | 10 | 8.9 | 8 | 8.5 | 3 | 2.4 | 21 | 6.4 |
| Employed PT/Attend School PT | 1 | .9 | 1 | 1.1 | 2 | 1.6 | 4 | 1.2 |
| Total Employed PT | 18 | 16.1 | 11 | 11.7 | 12 | 9.8 | 41 | 12.5 |
| Unemployed | 12 | 10.7 | 6 | 6.4 | 7 | 5.7 | 25 | 7.6 |
| Attend School FT/Unemployed | 15 | 13.4 | 4 | 4.3 | 2 | 1.6 | 21 | 6.4 |
| Attend School PT/Unemployed | 2 | 1.8 | 2 | 2.1 | 1 | .8 | 5 | 1.5 |
| Care for Home FT/Attend School Full or Part Time | -- | -- | -- | -- | -- | -- | -- | -- |
| Care for Home Full Time | 4 | 3.6 | 3 | 3.2 | 2 | 1.6 | 9 | 2.7 |
| Joined the Military | 1 | .9 | -- | -- | 3 | 2.4 | 4 | 1.2 |
| Other | -- | -- | 3 | 3.2 | -- | -- | 3 | .9 |
| Total | 112 | 100.0% | 94 | 100.0% | 123 | 100.0% | 329 | 100.0% |

Table 4

Level of First Full-Time Job Obtained After Graduation by Selected 1974-75
Toledo-Area Vocational/Technical/Professional Business
Graduates Classified by Educational Level
Fall, 1975

| Level of Education | Age | Total Respondents Working Full-Time | Total Respondents on First Full-Time Job | | Level of Job Based on Career Scale[b] | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | | | N | % | N | %[a] | N | %[a] | N | %[a] | N | %[a] | N | %[a] |
| High School | 17-19 | 60 | 58 | 96.7 | 3 | 5.2 | 31 | 53.4 | 17 | 29.3 | 7 | 12.1 | -- | -- |
| 2-Year Col. | 19-21 | 65 | 30 | 46.2 | -- | -- | 4 | 13.3 | 7 | 23.3 | 19 | 63.3 | -- | -- |
| 4-Year Col. | 21-23 | 96 | 29 | 30.2 | -- | -- | 2 | 6.8 | 1 | 3.4 | 8 | 27.6 | 18 | 62.1 |

[a]Percentages are based only on those respondents working on their first full-time job.

[b]Career Scale

Level 1 - Unskilled
Level 2 - Semiskilled
Level 3 - Skilled
Level 4 - Technical, paraprofessional, semiprofessional
Level 5 - Professional

Further analysis of this data indicated that women seemed to secure higher-level positions than men at both the two- and four-year college levels. There were 68 percent of the two-year college women as compared to 40 percent of the men at the paraprofessional level (Level 4). Women from the four-year college secured 66.7 percent of the professional first full-time positions (Level 5) as compared to 60 percent of the men.* Even though the two- and four-year colleges had a relatively small number of respondents in the 19-to-21 and 21-to-23 age groups, it should be noted that these figures were derived from the entire population, and the numbers are valid numbers. No conclusions could be drawn at the high school level because there were no men working on their first full-time jobs.

Amount of Salary. There was a very strong correlation (C = .687) between the level of education and the amount of salary earned. The median for high school graduates' salaries was in the $4,000 to $4,999 range; for two-year college graduates' salaries, in the $6,000 to $7,499 range; and for four-year college graduates' salaries, in the $9,000 to $10,499 range. This information is shown in Table 5.

When the males and females' salaries were compared, the following results were found: At the high school level, there were only female respondents in their first full-time jobs. At the two- and four-year college level, even though the number of respondents was small, the evidence seemed to indicate that men received higher salaries than women with comparable education. At the two-year college level, 25 percent of the male respondents had salaries in the $9,000 and above range as compared with 4.2 percent for women. Men had 75 percent making $6,000 and above as compared with 55.2 percent for women. At the four-year college level, 73.1 percent of the men had salaries over $9,000 while none of the women did. A woman also had the lowest salary at both the two-year and the four-year levels.*

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*More information is in complete report 21

Table 5

Salary Status on First Full-Time Jobs Obtained by Selected
1974-75 Toledo-Area Vocational/Technical/Professional
Business Graduates Classified by Educational Level
Fall, 1975

| Level of Education | No Information | Range of Salary | | | | | | | | | | | | | | | | Total Respondents Answering Questions | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Under $3,000 | | $3,000-$3,999 | | $4,000-$4,999 | | $5,000-$5,999 | | $6,000-$7,499 | | $7,500-$8,999 | | $9,000-$10,499 | | $10,500-$12,499 | | $12,500-$14,999 | | $15,000 and above | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| High School Ages 17-19 | 2 | 6 | 10.7 | 5 | 8.9 | 26 | 46.4 | 14 | 25.0 | 4 | 7.1 | 1 | 1.8 | -- | -- | -- | -- | -- | -- | -- | -- | 56 | 100.0 |
| Two-Year College Ages 19-21 | 2 | -- | -- | 1 | 3.6 | 2 | 7.1 | 9 | 32.1 | 10 | 35.7 | 4 | 14.3 | 2 | 7.1 | -- | -- | -- | -- | -- | -- | 28 | 100.0 |
| Four-Year College Ages 21-23 | -- | -- | -- | -- | -- | -- | -- | 1 | 3.4 | 2 | 6.9 | 7 | 24.1 | 8 | 27.6 | 4 | 13.8 | 6 | 20.7 | 1 | 3.4 | 29 | 100.0 |

Opinion of Education. Two-year college respondents had the largest percentage rating both their academic business education (86.1 percent) and their academic education (67.0 percent) as "Excellent" or "Good"; high school graduates were next (83.6 percent and 65.6 percent respectively); and four-year college graduates were last (72.6 percent and 61.9 percent respectively). It should be noted that at the four-year college level 27.3 percent of the respondents rated their academic business education as "Fair" or "Poor," and 38.1 percent rated their academic education as "Fair" or "Poor." Of the high school respondents, 16.3 percent rated academic business education as "Fair" or "Poor" and 34.5 percent rated their academic education as "Fair" or "Poor." The figures for the two-year respondents were 13.9 percent and 32.1 percent respectively.

## Educational Implications of this Study

Some questions that are raised after reviewing this study are the following: Does the amount of education in years and degrees account for the higher incomes and higher level of jobs rather than the quality of skills learned? If duplication of curriculum between the levels is quite high, then the quality of the education doesn't mean very much--just the quantity of it. Do age levels, and sex account for the higher incomes when the amount of education is controlled? If that is the case, then the education may not be very important in this sector of the labor market.

Since education is not "terminal" and since so many students at the high school and two-year college level continue their education, educators at each level of education should consider meeting together to plan an articulated curriculum so that students can progress from one level of education to the next with the least possible duplication of course work and with the least number of lost credits. Educators at each level of edu-

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*More information is contained in complete report

cation should set competency levels that need to be attained. Therefore, those students who are able to "re-enter" or continue their education at the next higher level with advance competency should be able to progress faster and complete the next level in a shorter period of time. This type of articulated curriculum would permit students to "step in and out" of education throughout their working lives to upgrade their skills and knowledge and prepare for higher-level positions and salaries.

Another implication of this study is that vocational counselors should be made aware of the types of positions and salary ranges after graduation from each level of education. These counselors can then specifically tell their counselees by using the Career Ladder that was developed what to expect upon graduation from each successive education level.

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